English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards

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Grade 5

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
READING STRAND: READING FOR LITERATURE STANDARDS			
Key Ideas and Details			
CC.5.R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**CT.5.R.7** Reading Comprehension: Before and During Reading: Make inferences based on implicit and explicit information in the text; provide justification for those inferences. **CT.5.R.30** Reading Comprehension: After Reading: Content and Structure: Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store. **CT.5.R.22** Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.	**Degrees of Reading Power (DRP)** **CMT Reading Comprehension: Developing Interpretation** **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion **CMT Reading Comprehension: Examining Content and Structure** **D2** Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts	Excellent match between the two documents.

DRAFT

GRADE 5			
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CC.5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**CT.5.R.8** Reading Comprehension: After Reading: General Understanding: Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict. **CT.5.R.10** Reading Comprehension: After Reading: General Understanding: Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations **CT.5.R.11** Reading Comprehension: After Reading: General Understanding: Summarize the major actions that define the plot and how actions lead to conflict or resolution.	**CMT Reading Comprehension: Forming a General Understanding** **A1** Determine the main idea (nonfiction) or theme (fiction) of the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	Collectively the CT standards address the CCSS.
CC.5.R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**CT.5.R.18** Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast the same conflict from the point of view of two different characters **CT.5.R.20** Reading Comprehension: After Reading: Developing an Interpretation: Explain similarities	**CMT Reading Comprehension: Forming a General Understanding** **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	The CT standards are more rigorous than the CCCS.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	and differences within and among multiple cultures or historical periods, e.g., marriage customs or family vs. community responsibilities. **CT.5.R.22** Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.	**CMT Reading Comprehension: Developing Interpretation** **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	
Craft and Structure			
CC.5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**CT.5.R.1** Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts. **CT.5.R.2** Vocabulary: Use structural analysis to understand new words and concepts **CT.5.R.3** Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings,	**CMT Reading Comprehension: Forming a General Understanding** **A5** Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.	CT standards do not explicitly state figurative language.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	pronunciations, syllabication, synonyms, antonyms and parts of speech. **CT.5.R.6** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.		
CC.5.R.L.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**CT.5.R.16** Reading Comprehension: After Reading: Developing an Interpretation: Explain the characteristics of various genres. **CT.5.W.28** Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.	**CMT Reading Comprehension: Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns	CT standards are too broad and do not specifically address chapters, scenes, stanzas, etc. The term "characteristics" is very broad.
CC.5.R.L.6 Describe how a narrator's or speaker's point of view	**CT.5.R.13** Reading Comprehension: After Reading: General Understanding:		Match made with several CT standards. CT standards 26 and 28 fit if the author is also

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
influences how events are described.	Identify the narrator and explain which point of view is used in the text **CT.5.R.14** Reading Comprehension: After Reading: General Understanding: Explain how a story would change if a different character narrated it. **CT.5.R.22** Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial **CT.5.R.26** Reading Comprehension: After Reading: Content and Structure: Understand how the author's experience and beliefs influence text. **CT.5.R.28** Reading Comprehension: After Reading: Content and Structure: Understand the social and cultural perspective from which the author writes and how that contributes to the		the speaker.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	text.		
Integration of Knowledge and Ideas			
CC.5.R.L.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).	**CT.5.R.19** Reading Comprehension: After Reading: Developing an Interpretation: Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.		The CT standard does not address multimedia components and is more focused on general understanding of the text rather than the aesthetics, tone, etc.
CC.5.R.L.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**CT.5.R.8** Reading Comprehension: After Reading: General Understanding: Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict. **CT.5.R.17** Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast ideas, themes and/or issues across texts, and across texts representing multicultural experiences **CT.5.R.18** Reading Comprehension: After Reading: Developing an Interpretation: Compare and contrast the same conflict from the point of		CT standards match if the texts are within the same genre.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	view of two different characters. **CT.5.R.20** Reading Comprehension: After Reading: Developing an Interpretation: Explain similarities and differences within and among multiple cultures or historical periods, e.g., marriage customs or family vs. community responsibilities. **CT.5.R.22** Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.		
Range of Reading and Complexity of Text			
CC.5.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	**CT.5.R.31** Reading Reflection / Behaviors: Choose a variety of genres to read, hear, view and write for personal enjoyment. **CT.5.R.33** Reading Reflection / Behaviors: Set reading goals, create a plan to meet		The CCSS is more specific in that it requires students to not only choose but to read and comprehend on grade level. (CT.5.R.33) would be a process portion of the CCSS.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	those goals, and monitor progress.		
READING STRAND: READING FOR INFORMATION STANDARDS			
Key Ideas and Details			
CC.5.R.I.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**CT.5.R.7** Reading Comprehension: Before and During Reading: Make inferences based on implicit and explicit information in the text; provide justification for those inferences. **CT.5.R.30** Reading Comprehension: After Reading: Content and Structure: Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store. **CT.5.R.27** Reading Comprehension: After Reading: Content and Structure: Recognize author's perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts.		Excellent match between the two documents.
CC.5.R.I.2 Determine two or more main	**CT.5.R.5** Reading Comprehension: Before and		CT standards do not include summary.

DRAFT

GRADE 5			
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ideas of a text and explain how they are supported by key details; summarize the text.	During Reading: Determine the importance of ideas (main ideas, details and themes) in text. **CT.5.R.7** Reading Comprehension: Before and During Reading: Make inferences based on implicit and explicit information in the text; provide justification for those inferences.		
CC.5.R.I.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**CT.5.R.10** Reading Comprehension: After Reading: General Understanding: Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations. **CT.5.R.25** Reading Comprehension: After Reading: Making Reader/Text Connections: Connect current issues, information from other texts, and personal experiences to characters, events and information.		The CCSS focuses on explaining relationships and connections within the text whereas the CT standard expect personal connections or are related more to fiction than informational text.
Craft and Structure			
CC.5.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	**CT.5.R.1** Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts. **CT.5.R.2**		

DRAFT

GRADE 5			
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	Vocabulary: Use structural analysis to understand new words and concepts. **CT.5.R.3** Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech. **CT.5.R.6** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.		
CC.5.R.I.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**CT.5.R.16** Reading Comprehension: After Reading: Developing an Interpretation: Explain the characteristics of various genres. **CT.5.R.19** Reading Comprehension: After Reading: Developing an Interpretation: Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.		The CT standards do not specifically mention overall structure, but there are building blocks that are related.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.5.R.22 Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial. **CT.5.W.28** Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio. **CT.5.W.36** Writing Genres, Traits and Crafts: Expository: Write compare-contrast essay, using point-by-point structure.		

DRAFT

GRADE 5			
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CC.5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**CT.5.R.13** Reading Comprehension: After Reading: General Understanding: Identify the narrator and explain which point of view is used in the text. **CT.5.R.22** Reading Comprehension: After Reading: Developing an Interpretation: Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial. **CT.5.R.26** Reading Comprehension: After Reading: Content and Structure: Understand how the author's experience and beliefs influence text. **CT.5.R.28** Reading Comprehension: After Reading: Content and Structure: Understand the social and cultural perspective from which the author writes and how that contributes to the text.		The CT standards are more specific with regards to the authors' points of view.

DRAFT

GRADE 5			
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Integration of Knowledge and Ideas			
CC.5.R.I.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**CT.5.R.24** Reading Comprehension: After Reading: Making Reader/Text Connections: Evaluate the quality and value of text. **CT.5.R.30** Reading Comprehension: After Reading: Content and Structure: Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store.		CT standard 5.R.24: expects evaluation of a source's validity (e.g., which site to visit after a Google search) to find an answer efficiently. CT standard.5.R.30: expects more metacognition (students should be able to do the CCCS skill.)
CC.5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**CT.5.R.19** Reading Comprehension: After Reading: Developing an Interpretation: Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary. **CT.5.R.26** Reading Comprehension: After Reading: Content and Structure:		CT. standard 5.R.19: Some text features like graphs, maps, etc. could be used as evidence; CT standard R.26: The author's reasons and evidence may be based on his/her experiences or beliefs.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	Understand how the author's experience and beliefs influence text. **CT.5.R.27** Reading Comprehension: After Reading: Content and Structure: Recognize author's perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts. **CT.5.W.28** Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.		
CC.5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**CT.5.OL.1** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.		CT standard 5.OL.1: addresses speaking knowledgeably but does not address integrating information from multiple texts.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.5.W.20 Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.		
Range of Reading and Complexity of Text			
CC.5.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	**CT.5.R.33** Reading Reflection / Behaviors: Set reading goals, create a plan to meet those goals, and monitor progress. **CT.5.R.31** Reading Reflection / Behaviors: Choose a variety of genres to read, hear, view and write for personal enjoyment.		The CCSS standard is more specific in that it requires students to not only choose but to read and comprehend on grade level. CT. standard 5.RL.33 would be the portion of the process.
READING STRAND: FOUNDATIONAL SKILLS STANDARDS			
Phonics and Word Recognition			
CC.5.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**CT.3.R.1** Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand words.		CT standard does not specify "grade level."
CC.5.R.F.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**CT.3.R.1** Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand words. **CT.3.R.2** Phonics/Word Study: Know sounds for a wide range of suffixes and prefixes, e.g., -able, -tion, -ment, ex-, re-.		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.3.R.3 Phonics/Word Study: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words. **CT.3.R.4** Phonics/Word Study: Infer word meanings from roots, prefixes, and suffixes. **CT.3.R.10** Phonics/Word Study: Read words containing complex letter patterns and/or word families, e.g., -ieve, -eive, -ield, in isolation and in context.		
Fluency			
CC.5.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	**CT.3.R.12** Fluency: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression. **CT.3.R.13** Fluency: Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute. **CT.3.R.14** Fluency: Silently read longer, more		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	complex texts.		
CC.5.R.F.4.a Read grade-level text with purpose and understanding.	**CT.3.R.12** Fluency: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression. **CT.3.R.13** Fluency: Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute. **CT.3.R.14** Fluency: Silently read longer, more complex texts.		
CC.5.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	**CT.3.R.12** Fluency: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.		
CC.5.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CT.3.R.25** Reading Comprehension: During Reading: Identify specific words or phrases that cause comprehension difficulties and self monitor.		

DRAFT

GRADE 5			
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WRITING STRAND: WRITING STANDARDS			
Text Types and Purposes			
CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**CT.5.W.35** Writing Genres, Traits and Crafts: Expository: Write book reviews. **CT.5.W.37** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece, using "if-and-then" structure. **CT.5.W.38** Writing Genres, Traits and Crafts: Persuasive: Write a book or movie critique.		
CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	**CT.5.W.21** Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage. **CT.5.W.25** Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience. **CT.5.W.28** Writing Process: Reflect: Identifies professional authors' styles and	**CMT Direct Assessment of Writing (DAW): Expository**	The CCSS is much more specific than the CT standards.

DRAFT

GRADE 5			
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	techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.		
CC.5.W.1.b Provide logically ordered reasons that are supported by facts and details.	**CT.5.W.21** Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage. **CT.5.W.22** Writing Process: Revise: rework writing several times based on different points of focus, e.g., first reading - add details for elaboration; second reading - delete sentences or phrases to achieve paragraph unity; third reading - reorganize ideas for meaning. **CT.5.W.28** Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions,	**CMT Direct Assessment of Writing (DAW): Expository**	The CCSS is much more specific than the CT standards. .

DRAFT

GRADE 5			
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	word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.		
CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**CT.5.W.31** Writing Genres, Traits and Crafts: Narrative: Write a historical fiction essay, using primary sources. **CT.5.W.34** Writing Genres, Traits and Crafts: Expository: Write an explanatory piece, building up to the most important point.	**CMT Direct Assessment of Writing (DAW): Expository**	
CC.5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**CT.5.W.21** Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage. **CT.5.W.24** Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g.,	**CMT Direct Assessment of Writing (DAW): Expository**	

DRAFT

GRADE 5			
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	word processor, spreadsheet, multimedia, slideshow, publication software. **CT.5.W.25** Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.		
CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**CT.5.W.20** Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart. **CT.5.W.21** Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.	**CMT Direct Assessment of Writing (DAW): Expository**	The CCSS is much more specific than the CT standards.
CC.5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	**CT.5.W.21** Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.	**CMT Direct Assessment of Writing (DAW): Expository**	CCSS is more specific than the CT standard.
CC.5.W.2.e Provide a concluding statement or section related to	**CT.5.W.22** Writing Process: Revise: rework writing several times based on	**CMT Direct Assessment of Writing (DAW): Expository**	

DRAFT

GRADE 5			
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the information or explanation presented.	different points of focus, e.g., first reading - add details for elaboration; second reading - delete sentences or phrases to achieve paragraph unity; third reading - reorganize ideas for meaning.		
CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**CT.5.W.29** Writing Genres, Traits and Crafts: Descriptive: Integrate descriptive writing into other modes, using literary techniques, e.g., flashback, specific word choice, character development. **CT.5.W.32** Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings.		
CC.5.W.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	**CT.5.W.32** Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings.		
CC.5.W.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	**CT.2.W.28** Writing Genres, Traits and Crafts: Narrative: Use transition words, e.g., first, then, next, last.		The CT standard only addresses one of the three expectations presented in CCSS (transitional words).
CC.5.W.3.d Use concrete words and	**CT.5.W.29** Writing Genres, Traits and Crafts:		

DRAFT

GRADE 5			
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phrases and sensory details to convey experiences and events precisely.	Descriptive: Integrate descriptive writing into other modes, using literary techniques, e.g., flashback, specific word choice, character development.		
CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.	**CT.5.W.32** Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings. **CT.5.W.33** Writing Genres, Traits and Crafts: Narrative: Write a story ending from the perspective of a different character.		
Production and Distribution of Writing			
CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**CT.5.W.30** Writing Genres, Traits and Crafts: Narrative: Write a biography based on an interview. **CT.5.W.31** Writing Genres, Traits and Crafts: Narrative: Write a historical fiction essay, using primary sources. **CT.5.W.32** Writing Genres, Traits and Crafts: Narrative: Write varied narratives with different beginnings and endings.	**CMT Direct Assessment of Writing (DAW): Expository**	Collective match with numerous CT standards.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.5.W.33 Writing Genres, Traits and Crafts: Narrative: Write a story ending from the perspective of a different character. **CT.5.W.34** Writing Genres, Traits and Crafts: Expository: Write an explanatory piece, building up to the most important point. **CT.5.W.35** Writing Genres, Traits and Crafts: Expository: Write book reviews. **CT.5.W.36** Writing Genres, Traits and Crafts: Expository: Write compare-contrast essay, using point-by-point structure. **CT.5.W.37** Writing Genres, Traits and Crafts: Persuasive: Write a persuasive piece, using "if-and-then" structure. **CT.5.W.38** Writing Genres, Traits and Crafts: Persuasive: Write a book or movie critique. **CT.5.W.39** Writing Genres, Traits and Crafts:		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	Poetic: Write a haiku. **CT.5.W.40** Writing Genres, Traits and Crafts: Poetic: Write a rap. **CT.5.W.41** Writing Genres, Traits and Crafts: Poetic: Write words to the music of an already existing song. **CT.5.W.42** Writing Genres, Traits and Crafts: Poetic: Write a ballad. **CT.5.W.43** Writing Genres, Traits and Crafts: Poetic: Write a lyrical poem. **CT.5.W.44** Writing Genres, Traits and Crafts: Poetic: Write a cacophony.		
CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of	**CT.5.W.20** Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart. **CT.5.W.21** Writing Process: Draft: complete draft demonstrating connections	**CMT Direct Assessment of Writing (DAW): Expository**	

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
Language standards 1–3up to and including grade 5 on page 29.)	among ideas, supported by information gathered during planning stage. **CT.5.W.22** Writing Process: Revise: rework writing several times based on different points of focus, e.g., first reading - add details for elaboration; second reading - delete sentences or phrases to achieve paragraph unity; third reading - reorganize ideas for meaning. **CT.5.W.23** Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing. **CT.5.W.28** Writing Process: Reflect: Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	defend choices for a writing portfolio.		
CC.5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**CT.5.W.24** Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software. **CT.5.W.26** Writing Process: Publish/Present: Publish for global audience.		
Research to Build and Present Knowledge			
CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**CT.5.W.20** Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart. **CT.5.W.21** Writing Process: Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.	**CMT Direct Assessment of Writing (DAW): Expository**	CT standard doesn't state "research" specifically - the process is in the CT standard.
CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and	**CT.5.W.18** Capitalization /Punctuation / Usage: Cite sources in research using a bibliographic format. **CT.5.W.21** Writing Process: Draft: complete	**CMT Direct Assessment of Writing (DAW): Expository**	CT standards are not specific to "research" however; the process objectives cover the CCSS objective.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
finished work, and provide a list of sources.	draft demonstrating connections among ideas, supported by information gathered during planning stage. **CT.5.W.22** Writing Process: Revise: rework writing several times based on different points of focus, e.g., first reading - add details for elaboration; second reading - delete sentences or phrases to achieve paragraph unity; third reading - reorganize ideas for meaning. **CT.5.W.24** Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software. **CT.5.W.25** Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience. **CT.5.W.20** Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g.,		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	electronic graphic organizer, comparison or classification chart.		
CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**CT.5.W.20** Writing Process: Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.		CT standards are broad.
CC.5.W.9.a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	**CT.5.W.36** Writing Genres, Traits and Crafts: Expository: Write compare-contrast essay, using point-by-point structure.	**CMT Direct Assessment of Writing (DAW): Expository**	CT standards are broad.
CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	**CT.5.W.36** Writing Genres, Traits and Crafts: Expository: Write compare-contrast essay, using point-by-point structure.	**CMT Direct Assessment of Writing (DAW): Expository**	

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS			
Comprehension and Collaboration			
CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	**CT.5.OL.1** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions. **CT.5.OL.2** Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.		
CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**CT.5.OL.1** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.		CT standard is broad.
CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.	**CT.5.OL.1** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.		CT standard is broad - no mention of "rules" for discussions mostly likely found in literature circles.
CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	**CT.5.OL.1** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**CT.5.OL.1** Listening / Speaking: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.		Language differs between the two documents but the intent is the same.
CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**CT.5.W.24** Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software. **CT.5.W.25** Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.		Match falls under CT's writing standards.
CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**CT.5.OL.2** Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.		CT standards broad - same overall intent.
Presentation of Knowledge and Ideas			
CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to	**CT.5.OL.2** Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.		CT standard broad - same overall intent.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
support main ideas or themes; speak clearly at an understandable pace.			
CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**CT.5.OL.2** Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed. **CT.5.W.24** Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software. **CT.5.W.25** Writing Process: Publish/Present: Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.		
CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)	**CT.5.OL.3** Listening / Speaking: Analyze how dialects are reflected in language styles of different groups (e.g. geographical or socially) and individuals.		CCSS requires application of standard.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
LANGUAGE STRAND: LANGUAGE STANDARDS			
Conventions of Standard English			
CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**CT.5.W.4** Capitalization /Punctuation / Usage: Use capitalization, punctuation, and usage rules from previous grades. **CT.5.W.5** Capitalization /Punctuation / Usage: Use standard and nonstandard English. **CT.5.W.6** Capitalization /Punctuation / Usage: Capitalize brand names, e.g., Nike. **CT.5.W.7** Capitalization /Punctuation / Usage: Capitalize geographic regions, e.g., the West. **CT.5.W.8** Capitalization /Punctuation / Usage: Use periods in abbreviations, e.g., pg., ft.. **CT.5.W.9** Capitalization /Punctuation / Usage: Uses commas to set off interjections, e.g., Okay, if you say so; or explanatory phrases, e.g., They stood together, away from the pile of stones	**CMT Editing & Revising**	

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	in the corner, and their voices were quiet. **CT.5.W.10** Capitalization /Punctuation / Usage: Use comma after date or address within text, e.g., June 1, 1993, was an important day in my life. **CT.5.W.11** Capitalization /Punctuation / Usage: Use quotation marks in dialogue, e.g., "How's it going?" the boy asked. **CT.5.W.14** Capitalization /Punctuation / Usage: Use ellipsis (...) to show omitted words and to show a pause. **CT.5.W.15** Capitalization /Punctuation / Usage: Use semicolon between two independent clauses. **CT.5.W.16** Capitalization /Punctuation / Usage: Use subject vs. object pronouns correctly, e.g., I vs. me. **CT.5.W.17** Capitalization /Punctuation / Usage: Use new paragraphs to change speakers in dialogue.		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**CT.2.W.17** Capitalization/Punctuation/Usage: Combine simple sentences into compound sentences by using and/or/but.	**CMT Editing & Revising**	CT standard only addresses one aspect (conjunctions) of the multi-tiered CCSS.
CC.5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	**CT.2.OL.10** Speaking: Use oral language conventions, such as structures of standard English. **CT.2.OL.9** Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.		CCSS more specific.
CC.5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.	**CT.2.OL.9** Speaking: Use appropriate syntax for regular and irregular plurals and past tenses. **CT.2.OL.10** Speaking: Use oral language conventions, such as structures of standard English.		CCSS more specific.
CC.5.L.1.d Recognize and correct inappropriate shifts in verb tense.*	**CT.2.OL.9** Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.		
CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	**CT.5.W.1** Spelling: Use spelling rules and patterns from previous grades.	**CMT Editing & Revising** Editing A.3 Names of people, places, groups, months, days and holidays " Editing B.2.c Comma - in a date"	

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
when writing.	**CT.5.W.2** Spelling: Correctly spell high-frequency words. **CT.5.W.3** Spelling: Use multiple strategies to spell. Examples: * visual patterns, e.g., -ion endings * sound patterns, e.g., easily confused endings -able/-ible, -ant/-ent * affixes, e.g., pre-, in-, un-, -ed, -ing, -graph * rules, e.g., ""i"" before ""e"" rule * self-corrects spelling errors" **CT.5.W.4** Capitalization /Punctuation / Usage: Use capitalization, punctuation, and usage rules from previous grades. **CT.5.W.5** Capitalization /Punctuation / Usage: Use standard and nonstandard English. **CT.5.W.6** Capitalization /Punctuation / Usage: Capitalize brand names, e.g., Nike. **CT.5.W.7** Capitalization /Punctuation / Usage: Capitalize geographic regions, e.g.,	Editing B.2.g Comma - with quotation marks"	

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	the West. **CT.5.W.8** Capitalization /Punctuation / Usage: Use periods in abbreviations, e.g., pg., ft.. **CT.5.W.9** Capitalization /Punctuation / Usage: Uses commas to set off interjections, e.g., Okay, if you say so; or explanatory phrases, e.g., They stood together, away from the pile of stones in the corner, and their voices were quiet. **CT.5.W.10** Capitalization /Punctuation / Usage: Use comma after date or address within text, e.g., June 1, 1993, was an important day in my life. **CT.5.W.11** Capitalization /Punctuation / Usage: Use quotation marks in dialogue, e.g., "How's it going?" the boy asked. **CT.5.W.12** Capitalization /Punctuation / Usage: Use hyphen in numbers, e.g., twenty-three. **CT.5.W.13** Capitalization /Punctuation / Usage: Use hyphens to join numbers, e.g.,		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	pages 1-3; the Mariners won 17-6. **CT.5.W.14** Capitalization /Punctuation / Usage: Use ellipsis (...) to show omitted words and to show a pause. **CT.5.W.15** Capitalization /Punctuation / Usage: Use semicolon between two independent clauses. **CT.5.W.16** Capitalization /Punctuation / Usage: Use subject vs. object pronouns correctly, e.g., I vs. me. **CT.5.W.17** Capitalization /Punctuation / Usage: Use new paragraphs to change speakers in dialogue. **CT.5.W.18** Capitalization /Punctuation / Usage: Cite sources in research using a bibliographic format. **CT.5.W.19** Capitalization /Punctuation / Usage: Use resources to find correct spelling for words identified as misspelled.		
CC.5.L.2.a Use punctuation to separate items in a series.*	**CT.2.W.8** Capitalization/Punctuation/Usage: Use commas in a series, e.g., after greeting and closing of a letter, in a		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	date, between city and state.		
CC.5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.	**CT.5.W.9** Capitalization /Punctuation / Usage: Uses commas to set off interjections, e.g., Okay, if you say so; or explanatory phrases, e.g., They stood together, away from the pile of stones in the corner, and their voices were quiet.	**CMT Editing & Revising**	
CC.5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	**CT.5.W.9** Capitalization /Punctuation / Usage: Uses commas to set off interjections, e.g., Okay, if you say so; or explanatory phrases, e.g., They stood together, away from the pile of stones in the corner, and their voices were quiet.	**CMT Editing & Revising**	
CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.	**CT.4.W.20** Capitalization/Punctuation/Usage: Use italics, underlining, or quotation marks for titles.	**CMT Editing & Revising**	
CC.5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.	**CT.5.W.1** Spelling: Use spelling rules and patterns from previous grades. **CT.5.W.2** Spelling: Correctly spell high-frequency words. **CT.5.W.3** Spelling: Use multiple strategies to spell.	**CMT Editing & Revising**	

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	Examples: * visual patterns, e.g., -ion endings * sound patterns, e.g., easily confused endings -able/-ible, -ant/-ent * affixes, e.g., pre-, in-, un-, -ed, -ing, -graph * rules, e.g., ""i"" before ""e"" rule * self-corrects spelling errors" **CT.5.W.19** Capitalization /Punctuation / Usage: Use resources to find correct spelling for words identified as misspelled.		
Knowledge of Language			
CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**CT.2.OL.10** Speaking: Use oral language conventions, such as structures of standard English.		CT standard only captures the speaking component of CCSS.
CC.5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**CT.5.W.46** Writing Genres, Traits and Crafts: Poetic: Write a variety of sentence lengths; write a variety of sentence beginnings, e.g., starts with a participial phrase: Laughing loudly, they walked down the hall; write a variety of sentence structures, e.g., Mike, busy with his homework, didn't hear the telephone ring. Although he wanted to keep working, Tran took the call. He kept it short; write with a sense of rhythm, and may use fragments in dialogue as appropriate.	**CMT Writing: Expository**	

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.5.OL.2 Listening / Speaking: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.		
CC.5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**CT.5.OL.3** Listening / Speaking: Analyze how dialects are reflected in language styles of different groups (e.g. geographical or socially) and individuals.		CT standard is not as specific as CCSS.
Vocabulary Acquisition and Use			
CC.5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	**CT.5.R.1** Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.		
CC.5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	**CT.5.R.2** Vocabulary: Use structural analysis to understand new words and concepts. CT.5.R.3 Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	and parts of speech.		
CC.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**CT.5.R.1** Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts. **CT.5.R.6** Reading Comprehension: Before and During Reading: Use cueing system and context clues to determine meanings of words.	**CMT Reading Comprehension: Forming a General Understanding** **A4** Use information from the test to make predictions based on what is read.	
CC.5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	**CT.5.R.2** Vocabulary: Use structural analysis to understand new words and concepts.		
CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**CT.5.R.3** Vocabulary: Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.		
CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**CT.5.R.1** Vocabulary: Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.		

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
	CT.5.R.2 Vocabulary: Use structural analysis to understand new words and concepts. **CT.6.R.1** Vocabulary: Use word origins to determine the meaning of unknown words. **CT.6.R.2** Vocabulary: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words, e.g., process, procession. **CT.6.R.20** Reading Comprehension: After Reading: Content and Structure: Evaluate the author's use of various techniques to influence readers' perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft include use of literary devices and textual elements.	
CC.5.L.5.a Interpret figurative language, including similes and metaphors, in context.	**CT.4.R.37** Reading Comprehension: After Reading: Content and Structure: Identify and explain the author's use of metaphor and onomatopoeia.	**CMT Reading Comprehension: Examining Content and Structure** **D1** Analyze and evaluate the author's craft include use of literary devices and textual elements.	CT standard does not mention simile.

DRAFT

GRADE 5			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**CT.1.R.25** Vocabulary: Identify common antonyms and synonyms.		
CC.5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	**CT.3.R.18** Vocabulary: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.		

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